

Supplemental Worksheet
and Assessment Booklet



B L A S T

from the future

INTRODUCTION

This supplement to the Artful Truth Student Workbook and Instructor Manual contains the lesson worksheets as well as assessments in reading, math, art and design to help educators prepare students for the Florida Comprehensive Assessment Test. The skills and formats featured in this resource reflect the Sunshine State Standards, but the content is based on the lessons in the Artful Truth curriculum.

The pages in this book are blackline masters that can be duplicated and given to students. The student worksheets provide an extension of the lesson concepts that can be completed in class, cooperatively or individually. The assessment exercises are presented in FCAT format to provide practice and familiarity with the actual FCAT exam. FCAT Writing Prompts are listed on pages 46-47 of this booklet to provide both narrative and expository writing topics, giving contextual practice for the FCAT Writing Test.

Benefits to you and your students:

- Lesson worksheets provide interactive activities in which students will create original works based on the learned concepts.
- Your students will strengthen their understanding of the art and design concepts they have learned during Artful Truth.
- The FCAT Writing Prompts provide students a way to show understanding of Artful Truth concepts.
- These materials provide you, the teacher, with tools to assist your students to become familiar and comfortable with the content and format of the FCAT.

CONCEIVED AND DEVELOPED BY THE WOLFSONIAN—FIU

Cathy Leff, Director

Marianne Lamonaca, Assistant Director of Exhibitions and Curatorial Affairs

Kate Rawlinson, Educational Programs Manager and Artful Truth Project Manager

Robert A. Miller, Artful Truth Project Educator, Volusia County Schools

Rosemarie Wolfson, Museum Educator, Miami-Dade County Public Schools

Angelika Tompas, Artful Truth Project Coordinator

Leslie Sternlieb, Publications Manager

Barry Raine, Editorial Assistant

Cesar Trasobares, Consulting Artist

Gina Maranto, Consulting Writer

SPECIAL CONTRIBUTORS

We wish to acknowledge the contribution of the following who have participated in the Artful Truth Project and shared their expertise and enthusiasm over the past three years: Christie Davis, Jacques Auger Design Associates, Funny Garbage, Andrea Gollin, Marilyn Polin, and Julia Sytsma.

The Wolfsonian—FIU is grateful to Governor Jeb Bush and the Florida Legislature for their support of the project. We would also like to thank the Florida Department of Health, Division of Health Awareness and Tobacco, which funded Artful Truth, and its staff, including Gregg Smith, School Health Coordinator, Antoinette Meeks, Ed. D., Education and Training Specialist, and former staff members Bradley Coulter and Kim Orr.

DESIGN AND PRODUCTION BY

Pinkhaus, Miami

PRINTED BY

Haff-Daugherty Graphics, Miami

Published by The Wolfsonian—FIU with funding from the Florida Department of Health, Division of Health Awareness and Tobacco.

© 2001 STATE OF FLORIDA

Send all inquiries to:

The Wolfsonian—FIU

1001 Washington Avenue

Miami Beach, FL 33139

www.artfultruth.org

305.531.1001



Supplemental Worksheet and Assessment Booklet

Prepared by
Robert A. Miller
Artful Truth Project Educator
Volusia County Schools
Daytona Beach, Florida

Reviewed by
Lisa Buchanan
Volusia County Schools
Deltona, Florida



Name: _____

Date: _____

Class: _____

Lesson 1

Blast from the Future 2203

Create a True Pic!

Dezel can't wait to see what makes you, **YOU**. Here are some things to think about as you collect words and images for your True Pic. Answer these statements about yourself by filling in the boxes below.

I am a:

girl boy

My hair is:

brown black blonde red
 blue other color _____
 straight curly braided
 dreaded buzzed other _____

The things I like to wear most are:

jeans dresses shorts ties
 swim suits t-shirts sneakers
 sandals earrings necklaces
 toe-rings other _____

The things I like to do most are:

blading swimming shopping
 daydreaming eating sleeping
 skateboarding reading painting
 surfing the Web listening to music
 playing video/computer games writing
 talking on the phone other _____



Get the picture? As you think of things that express your individuality, gather words and images from magazines that represent you. Glue them together on a separate sheet of paper to create your own True Pic!

Lesson 2

You're a Living Target!

An Image Diary

Collect visual messages that catch your attention during **ONE DAY**.

You can cut # them out,
take photos or make your
own > drawings.



Think of a day as having **three** parts.

Use this graphic organizer or create your own. Paste or draw @ the messages you collected in the part of the day when you saw them.

morning

afternoon

evening



Name: _____

Date: _____

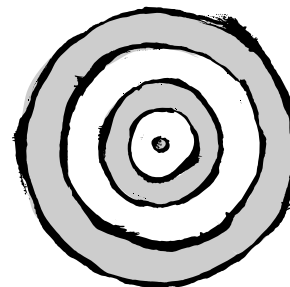
Class: _____

Lesson 2 – You’re a Living Target!

FCAT READING

Review the following paragraph:

You are a living, moving, seeing target. From the moment you open your eyes in the morning until you close them at night, you are a target for messages. They come at you from everywhere. All kinds of things send out messages. It's like having arrows hitting you, but they don't hurt. In fact, sometimes you don't even notice them. Some of the "arrows" that you probably don't feel are sent out by the cereal you eat in the morning, the sneakers you wear, the bag you carry your books in, and the books inside the bag.



This paragraph mostly tells you:

- A. to watch where you are walking
- B. that messages are dangerous
- C. hunting with arrows is more accurate
- D. that you are surrounded by messages

“To persuade” is to convince someone to think, feel, or act a certain way.

An ANTONYM of **persuade** would be:

- F. to join
- G. to break
- H. to discourage
- I. to hide

Review Dezel's e-mail:

Maybe I could ask you another favor: Could you send me more images from your time? I need them for my VizThink report. Visual Thinking is the actual name of the class, but we call it VizThink for short. Mainly, we learn how to look at and analyze the images all around us. I guess it's sort of like Artful Truth. It's amazing: there's stuff everywhere that's designed to catch our attention and give us information. Like, this morning, when I was eating my breakfast and looking out the window, I saw this bright pink advertising blimp sail past flashing images of the new Woolly Mammoth clone at the Biozoo, which reminded me I wanted to go see it!

THINK
SOLVE
EXPLAIN

Dezel realizes he is surrounded by images in his world. How does he feel about this? Give details from the text to support your answer.



Name: _____

Date: _____

Class: _____

Lesson 2 – You’re a Living Target!

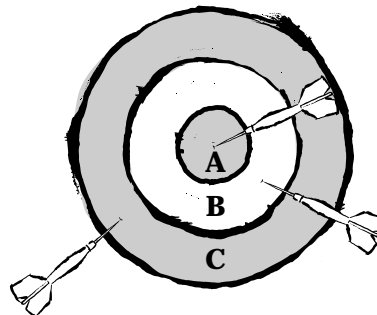
FCAT MATH

Speaking of targets, suppose you were playing darts and the scoring rules were as follows:

Bull’s Eye (A) is worth 100 points

Inner Ring (B) is worth 1/2 of Bull’s Eye (A)

Outer Ring (C) is worth 1/2 of Inner Ring (B)



THINK
SOLVE
EXPLAIN

What would be the total points from the three throws shown in the diagram?

Explain how you got your answer.

You watch 12 commercials during a television show. If each one is 30 seconds long, how many seconds did you spend watching commercials? Circle the correct answer.

- A. 180 seconds
- B. 240 seconds
- C. 300 seconds
- D. 360 seconds

THINK
SOLVE
EXPLAIN

Looking at your answer above, how many minutes does that equal?

Explain how you got your answer.



Name: _____

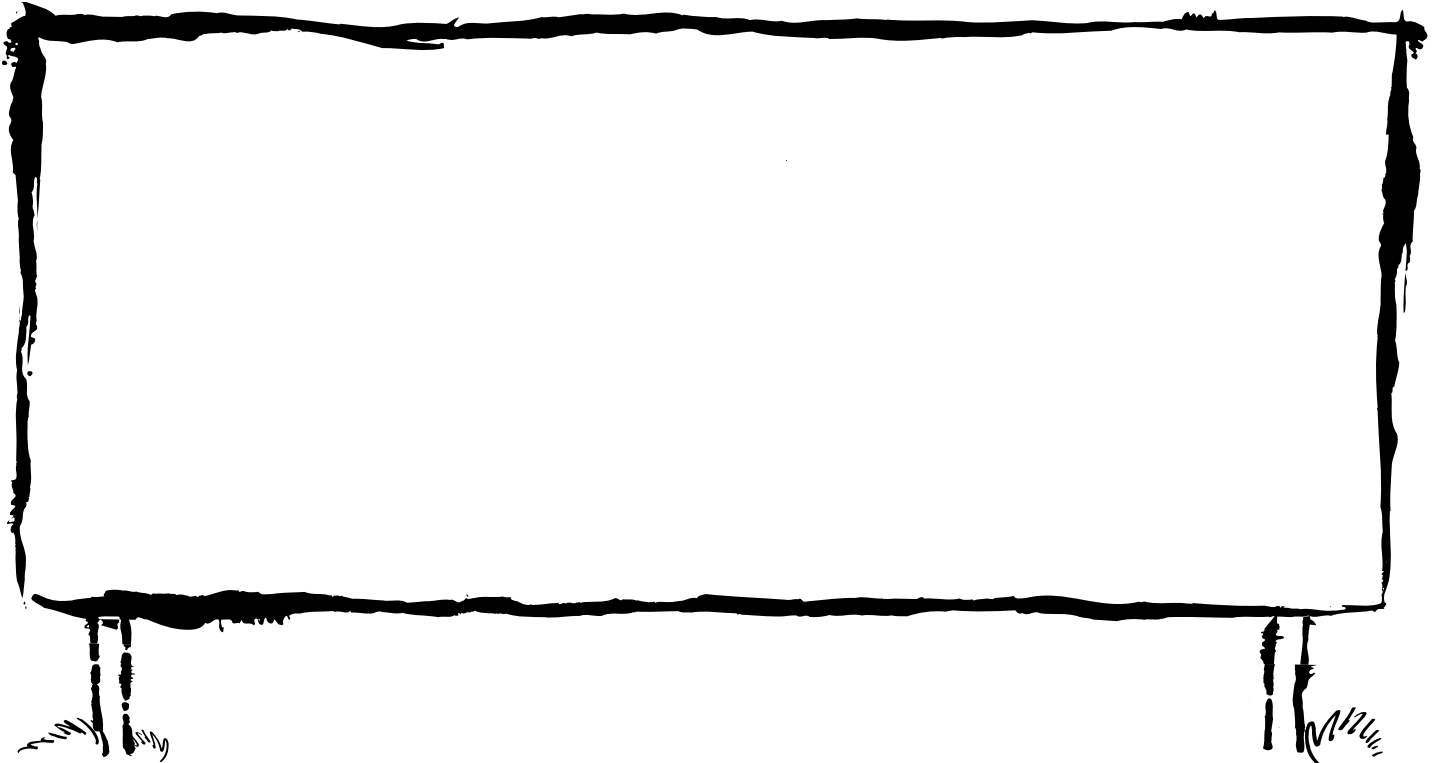
Date: _____

Class: _____

Lesson 2 – You’re a Living Target!

ART APPLIED TO FCAT

In the box below, draw a billboard that would convince a family to pull over and eat at a restaurant called Joe’s. Make it simple in design, bold in color, and convincing in text.



THINK
SOLVE
EXPLAIN

Which family member are you making the target for your billboard message and why?

Explain why you chose the colors, fonts, images, and words that you used. How will they convince that family member to want to eat at Joe’s?

Name: _____

Date: _____

Class: _____

Lesson 3

Signs of the Times

Redesign

Your School Signs

Lesson 3

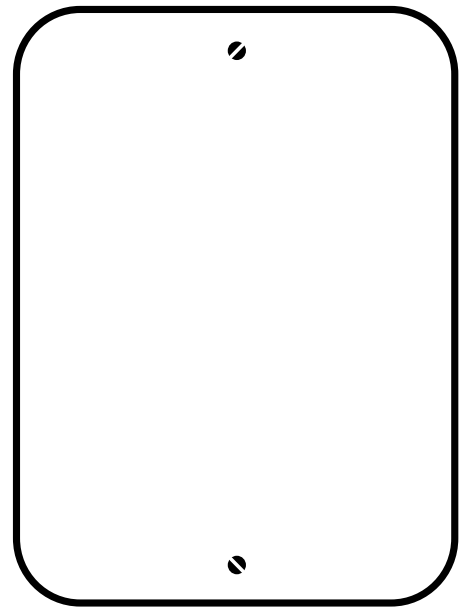
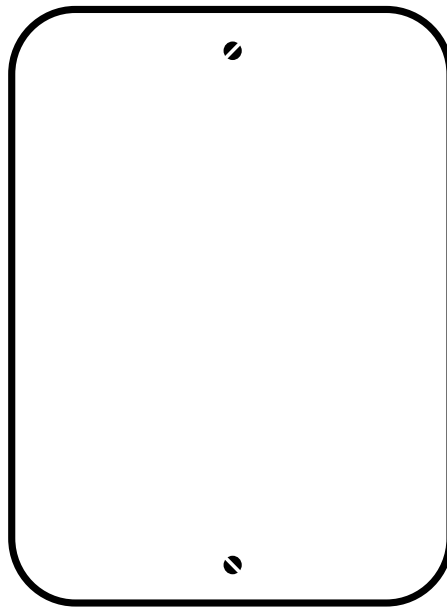
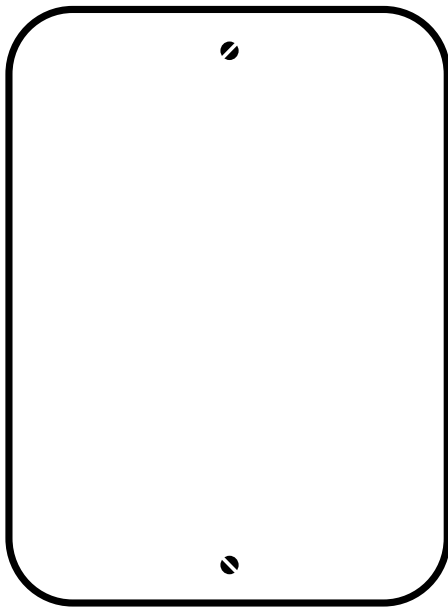


Here are two common cafeteria signs.

Think about your school cafeteria.

What words describe it? Food? Fun? Friends?

What are some other signs you see at school? **Draw three** of them below and write words to describe these places.



Choose one of your three signs to redesign so it works better and is more fun. Sketch it on the back of your worksheet or another sheet of paper. Be creative, be zany... color it if you wish.

How is this for a new cafeteria sign?





Name: _____

Date: _____

Class: _____

Lesson 3 – Signs of the Times

FCAT READING

Review the following paragraph:

There are ways to combine shapes, colors, and words so that people will easily receive and understand the messages that are being sent. The people who create visual messages are called graphic designers. They want their designs to reach people and change the way they act or think.

What is the author's purpose for writing this paragraph? Circle the letter of the correct choice:

- A. to instruct readers about how to send messages
- B. to tell readers what a graphic designer is
- C. to convince readers to become graphic designers
- D. to explain how messages change the way people act or think

THINK
SOLVE
EXPLAIN

What is a graphic designer? What would a graphic designer have to do to be successful?



Name: _____

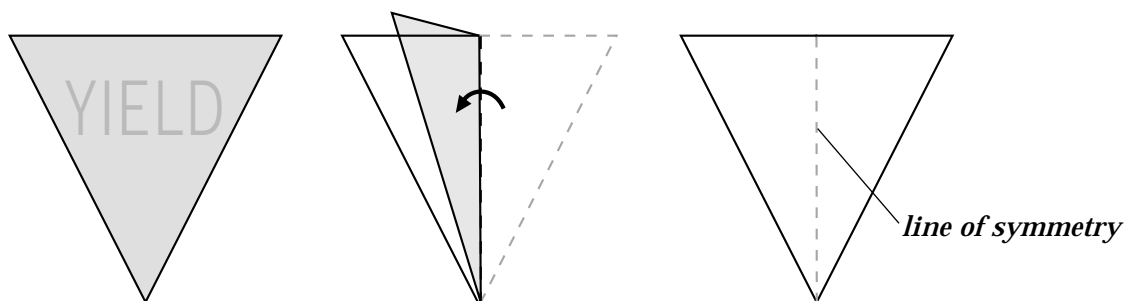
Date: _____

Class: _____

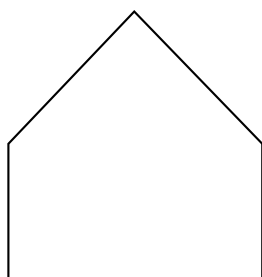
Lesson 3 – Signs of the Times

FCAT MATH

This is the outline of a yield sign. If you were to fold the shape in half, the halves would match exactly. This folded line is a line of symmetry.



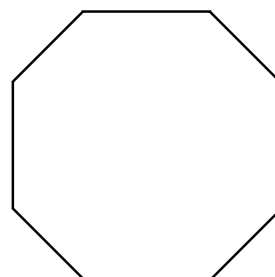
Below are other outlines of road signs. Find the lines of symmetry for each shape. Draw a dotted line to show each line of symmetry.



1 line of symmetry



2 lines of symmetry



3 lines of symmetry

THINK
SOLVE
EXPLAIN

Draw your own outline of a sign below. Show at least one line of symmetry by drawing a dotted line.

Explain why the dotted line on your sign is a line of symmetry.



Name: _____

Date: _____

Class: _____

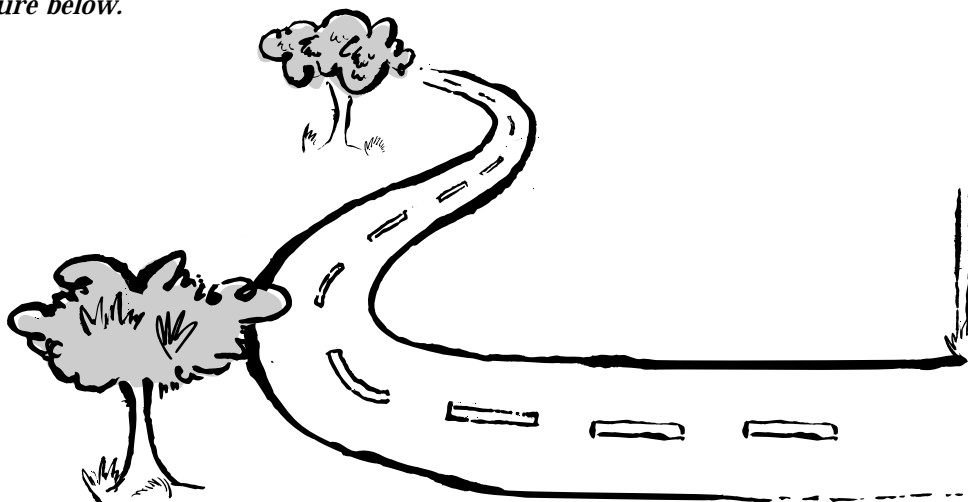
Lesson 3 – Signs of the Times

ART APPLIED TO FCAT

You have just been hired by the highway department to design a road sign to be used on the interstate to warn motorists about construction ahead.

- What shape(s) would you use?
- What about the colors?
- Would you use images or text? Or both?

Design your sign and then draw it on the pole in the picture below.



THINK
SOLVE
EXPLAIN

Why did you construct your road sign as you did? Explain how the parts of your sign were designed to be read by motorists as they drive past at 70 mph.

Lesson 3

Lesson 4

Letting One Thing Stand for Another

Match 'em Up

Symbols convey deeply held beliefs or traditions of a particular group of people. Look at these symbols and think about what they mean to you. Then match each word in the center with one or more symbols. Remember that your interpretation may be different from your friend's.



Freedom

Love

Personal Growth

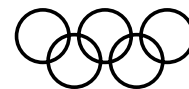
Achievement

Balance

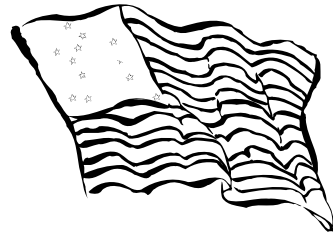
Patriotism

Justice

Peace

**American as Apple Pie!**

Collect four symbols of the United States. You can cut them out of magazines, photograph or photocopy them from books, or just draw them. Paste or draw them on the back of your paper.





Name: _____

Date: _____

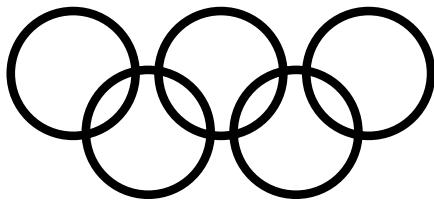
Class: _____

Lesson 4 – Letting One Thing Stand for Another

FCAT MATH

A receipt was given to Mary Pickersgill by the U.S. Army showing she was paid \$405.90 for making the Star-Spangled Banner and \$168.54 for making a smaller flag.

How much did she earn in all? _____



Lesson 4

THINK
SOLVE
EXPLAIN

The Summer Olympics are held every four years. The 2000 Olympics were held in Sydney, Australia. The four-year period in between is called an Olympiad.

How many Olympiads are in a century (100 years)?

How did you get your answer?



Name: _____

Date: _____

Class: _____

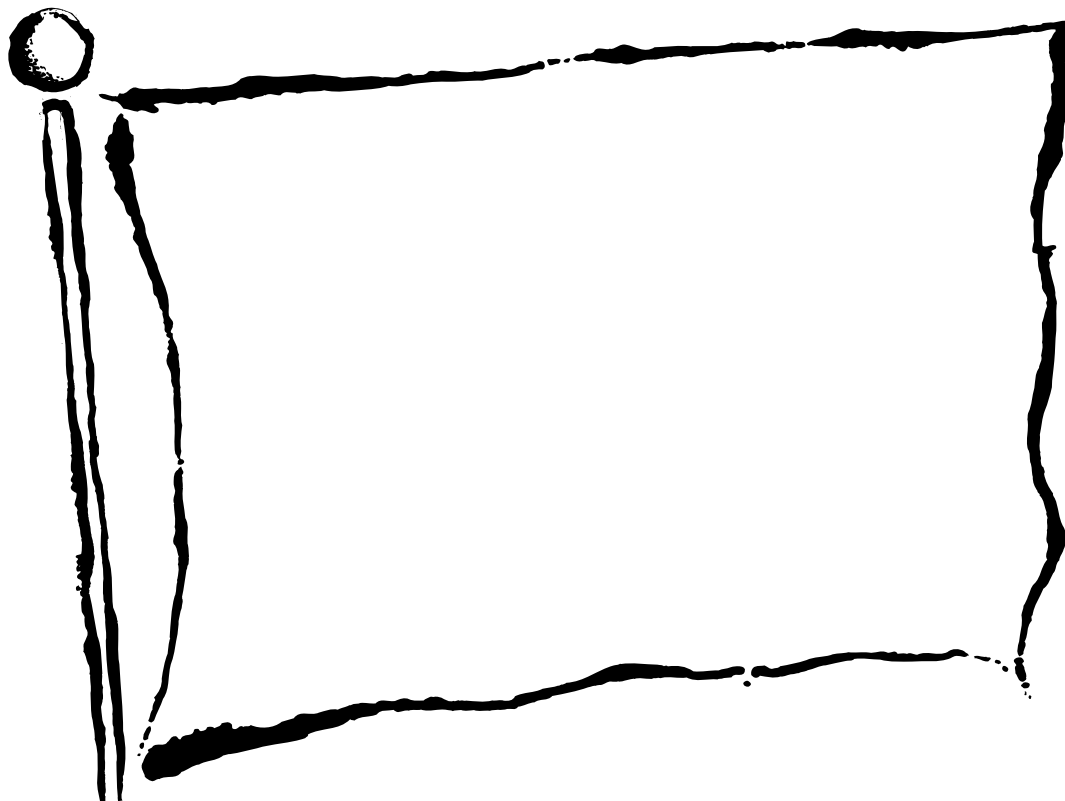
Lesson 4 – Letting One Thing Stand for Another

ART APPLIED TO FCAT

You and a few friends have built a fort as your new clubhouse. You need to design a flag that represents what you and your club stand for. Some things to consider:

- What is the purpose of your club?
- What are some activities your club will do?
- What values will your club stand for? (such as honesty, loyalty...?)
- How do you symbolize those things?
- Should you include any words in your flag?

Lesson 4



THINK
SOLVE
EXPLAIN

Explain why you designed your flag the way you did. What does it symbolize to you?

Name: _____

Date: _____

Class: _____

Lesson 5

Loco about Logos

My Personal Logo

Design a personal logo in the space below that stands for you! **Take a look at your True Pic** to refresh your visual memory. Think about what makes you, YOU. You might want to include a symbol of something you like to do or something you like about yourself (your eyes, smile, or crazy personality), or something you believe (like friends are more important than money). You might include your name, initials or nickname, or a word that describes you.

Lesson 5

	my name favorite color my initials my nickname favorite group movie star best friend hang-out	
me of me favorite singers favorite video character most watched TV show		place favorite book favorite school subject things I like to collect favorite color
	favorite food or restaurant my friends where I like to have fun favorite shirt movie that reminds	



Name: _____

Date: _____

Class: _____

Lesson 5 – Loco about Logos

FCAT READING

Logos change over time depending on what type of individual the advertisers intend to target. Compare these images of the Quaker logo used by The Quaker Oats Company.



1888



1946



1970



1988

Lesson 5

THINK
SOLVE
EXPLAIN

Describe the changes in the logo over the years. Tell how you would instruct a graphic designer to redesign the look of this logo for use today.



Name: _____

Date: _____

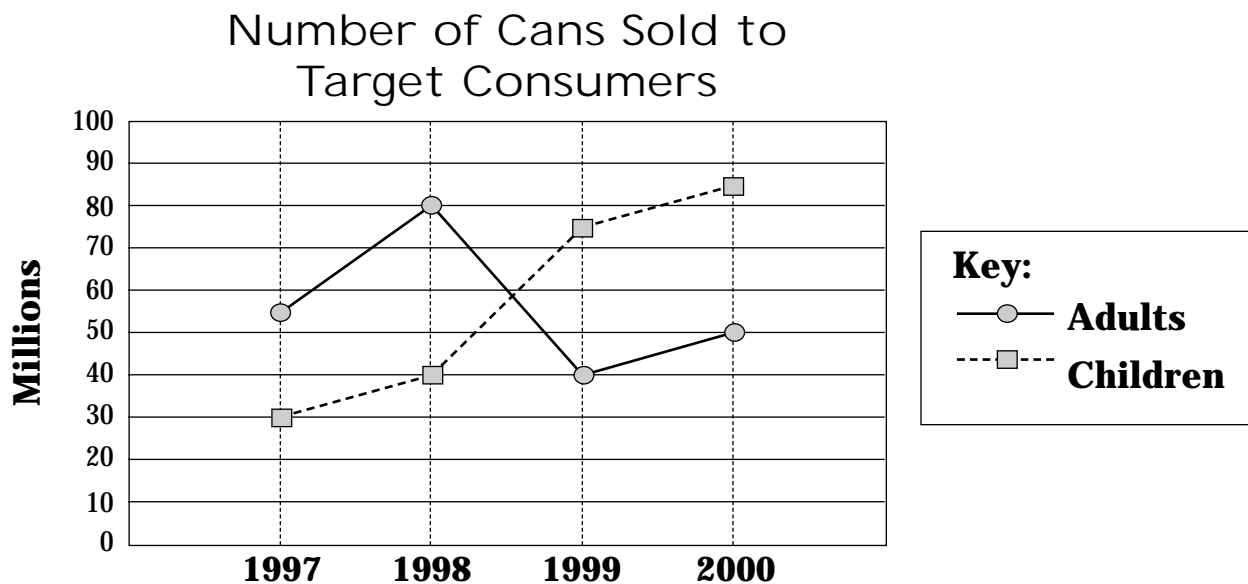
Class: _____

Lesson 5 – Loco about Logos

FCAT MATH

In 1999, Fizzy Bubble Soda decided to change its logo and slogan to target children to drink more of their soda.

The graph below shows how this marketing strategy changed their sales:



How many cans of Fizzy Bubble Soda were sold to children in 1997?

What is the difference in cans sold between children and adults in 1998?

THINK
SOLVE
EXPLAIN

Fizzy Bubble Soda changed its logo in 1999. How did this affect the number of cans sold to both adults and children compared to the year before?

Lesson 5



Name: _____

Date: _____

Class: _____

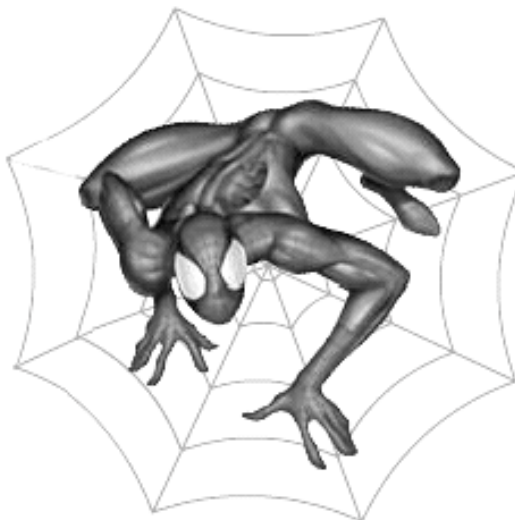
Lesson 5 – Loco about Logos

ART APPLIED TO FCAT

Remember when Peter Parker was bitten by a radioactive spider, giving him his Spiderman powers?

Well, imagine that something dramatic has happened to you, and you now have superhero abilities.

What's a superhero without a super logo? Design your logo below to symbolize the superhero that you have become.



Lesson 5

THINK
SOLVE
EXPLAIN

*What does your simple logo say about you as a superhero?
Where and how do you plan to use your logo?*

Lesson 6

We're All Messengers

Sell! Sell! Sell!

Advertisements are constructed of different parts put together to convince us to buy the product or service being advertised.

Identify the parts of this ad by writing the correct label in each box at right.

Copy - the words in the ad that give information about a product

Logo - specially designed letters or symbols that stand for the company

Brand Name - the name of the product

Slogan - the sentence or phrase intended to sell the product

Character - a person, animal, or creature that is identified with a particular product

Company Name - the name of the company that made the product





Name: _____

Date: _____

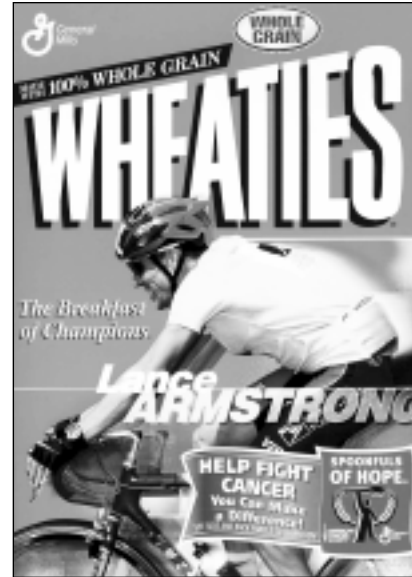
Class: _____

Lesson 6 – We’re All Messengers

FCAT READING

Review the following paragraph:

Advertisements have different parts. Usually, they include an image of the product and the company’s name and logo. They often contain images of people using the product or people doing something that is connected to the product. Most of the time, they also include words, which are called "copy." Advertising copy is specially written to match the mood of the images and to send specific messages. Slogans are words that are easy to say and remember. They stick in your mind like “Yo quiero Taco Bell.”



Which sentence below uses the word “copy” in the same way as the paragraph above?

- A. Louise will **copy** her notes to review at home this afternoon.
- B. The newspaper editor told Steve to edit some **copy** to make the paragraph shorter.
- C. Tory would like to **copy** that recipe for his favorite dessert.
- D. The detective said that it was just a **copy** of the actual painting in the museum.

THINK
SOLVE
EXPLAIN

Why would an advertiser want to choose a slogan that is short and easy to remember?

Review the following paragraph:

We know messages are contained in images all around us, and that signs, symbols, and logos are some of the visual tools used to send them. Some messages persuade the receiver to respond in a particular way. Advertisements (ads, for short) persuade us to buy the product being advertised.

A SYNONYM of persuade would be:

- F. to convince
- G. to break
- H. to discourage
- I. to hide

Lesson 6



Name: _____

Date: _____

Class: _____

Lesson 6 – We’re All Messengers

FCAT MATH

This is a table detailing the spending by Nike on advertising in two different years. Using this data, answer the questions below.

**Nike Advertising Expenses by Media
(rounded to the nearest \$100,000)**



Media Type	1997	1998
Magazines	\$46,700,000	\$46,300,000
Billboards	\$6,200,000	\$3,800,000
Television	\$115,900,000	\$114,500,000



Which type of media was the most expensive in 1997?

What was the total spending for 1998?

Lesson 6

THINK
SOLVE
EXPLAIN

Which media type showed the greatest change from 1997 to 1998?

Explain how you calculated your answer.



Name: _____

Date: _____

Class: _____

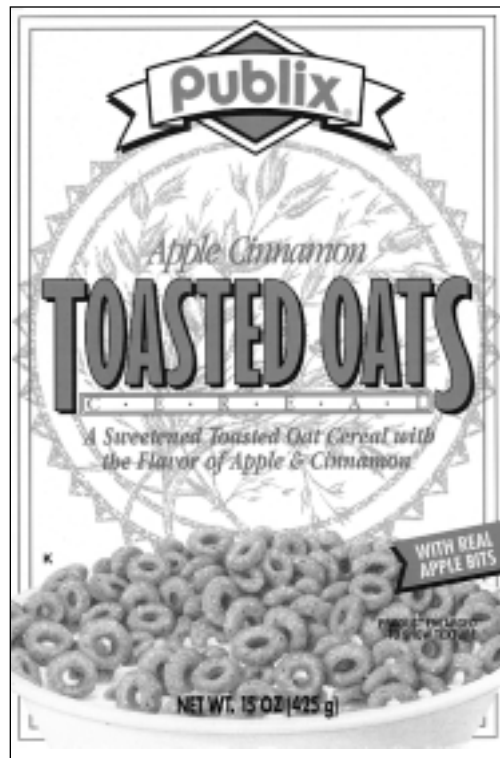
Lesson 6 – We’re All Messengers

ART APPLIED TO FCAT

A supermarket chain wants to hire you to redesign a cereal box to make it more appealing to children. As an experienced graphic designer, examine the cereal box image and visualize how you would change the box to make it more persuasive for children.

Hint: Remember to discuss how you would redesign the basic parts of the packaging, including:

- font choice
- color choice
- copy
- character
- brand name
- slogan



Lesson 6

THINK
SOLVE
EXPLAIN

Examine the box above. How would you redesign the box to make it a more effective package? How do your changes make it a more effective package? Draw your redesigned box on the back of this paper.

Lesson 7

Built to Persuade

TARGETING YOUR AUDIENCE

Advertisers often design their ads for a particular group of people they think would buy the product. This group is called a target audience. Below are snapshots of different people. Pretend you know them, and think about what might be each one's age, job, hobbies, etc. List words to describe each person (the first has been done for you). Then cut out their image and words and glue them to a separate sheet of paper. Next, search for products in magazines and newspapers that you think advertisers might target to each person. Cut those items out and glue them with the targeted consumer.



39-year-old male doctor
has two children
likes to run







Name: _____

Date: _____

Class: _____

Lesson 7 – Built to Persuade

FCAT READING



Read the following paragraph:

Remember Sea-Monkeys? Those happy creatures advertised for sale in the back of comic books? Remember how much the ads for Sea-Monkeys amazed us when we were kids, promising small friends who would swim through underwater cities and dance happily? Do you remember begging your parents to give you the \$1.25 that it would cost to bring this delight into your life? I do. I also remember that when my Sea-Monkey kit finally arrived I almost burst with excitement. After carefully measuring out the Sea-Monkey

eggs, I could see myself as the proud keeper these special creatures. About two weeks later, I flushed the things down the toilet. Sea-Monkeys are tiny shrimp, and not even a child's imagination can hide the fact that tiny shrimp just aren't that interesting.

Sea-Monkeys are only tiny shrimp, but the way they were advertised and packaged made them seem like something much more exciting. I understand that they are still selling Sea-Monkeys in the back of comic books, and I am sure that kids are still feeling cheated when they realize that the tan-colored specks of grit in their water bowls are never going to grow into little gilled-and-flipped people. If you listen hard, you can almost hear the flushing of toilets as thousands of kids rid themselves of these worthless distractions.

THINK
SOLVE
EXPLAIN

Is the author a child or an adult? Use details from the passage to support your answer.

What is the mood of this passage?

- A. happy or joyful
- B. disappointed
- C. nervous
- D. sad

“About two weeks later, I flushed the things down the toilet. Sea-Monkeys are tiny shrimp, and not even a child's imagination can hide the fact that tiny shrimp just aren't that interesting.”

Circle one fact in the sentences above. Then underline an opinion.



Name: _____

Date: _____

Class: _____

Lesson 7 – Built to Persuade

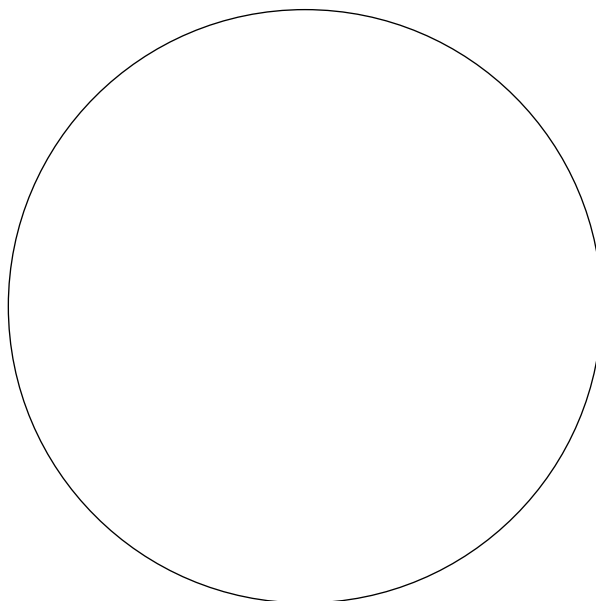
FCAT MATH

Remember that a focus group is a group of people that marketers use to test a product and try out ways to promote or advertise it.

Imagine that your potato chip company is about to test a new snack food. The information below describes your focus group:

<i>Out of 100 people:</i>	
93 were male	25 were under 18 years old
7 were female	50 were 19-50 years old
	25 were over 50 years old

Draw a pie chart that represents the breakdown of ages in your focus group. Be sure to label each group.



Lesson 7

THINK
SOLVE
EXPLAIN

What would you recommend changing about the kind of people selected for your focus group? What is the reason for your decision?



Name: _____

Date: _____

Class: _____

Lesson 7 – Built to Persuade

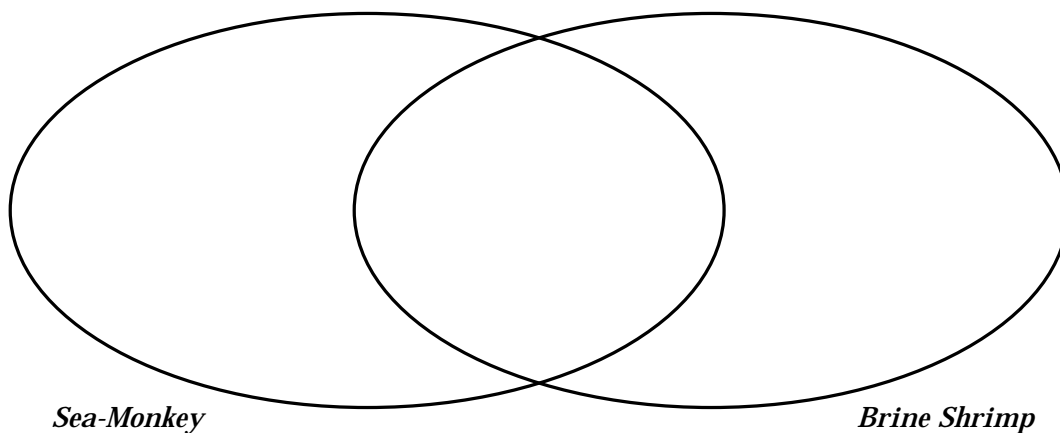
ART APPLIED TO FCAT

Examine these characters from an ad below. Describe a person who would most likely be the target for this advertisement. Support your answer.





This is what a “Sea-Monkey” really looks like. Its proper name is brine shrimp. Compare this brine shrimp to the Sea-Monkey illustration in the ad using the Venn diagram below.



THINK
SOLVE
EXPLAIN

Which image would an advertiser more likely choose to sell the product? Why?

Lesson 7

Name: _____

Date: _____

Class: _____

Lesson 8

Words and Fonts Go Hand in Hand

Fontabulous!

Invent a font that looks like you. Look at the words and images you used in your True Pic for inspiration. The letters may be:

TALL THIN *short* **muscular** *CURVY* **strong** *girlish* **boyish**

They should look like your personality:

SERIOUS *fun-loving* **geeky** **TOUGH** *sassy*

Use this space to experiment creating your personal FONTASMA. Have fun!

Now see if you can write your name in your FONTASMA so it looks like how you feel, or stands for something that is important about you.

Lesson 8



Name: _____

Date: _____

Class: _____

Lesson 8 – Words and Fonts Go Hand in Hand

FCAT READING

Review the following paragraph:

Graphic designers combine words and images to send messages. They come up with all kinds of clever ways to get our attention. There are thousands of ways to do it. First, they gather information about the product, about the audience to be targeted, the company's logo, and slogan. Then the designer brings the ad to life by combining type design (or fonts), colors, and photographs or illustrations.

According to the paragraph, what must the designer do to send a message through an advertisement?

- A. agree on an amount to be paid
- B. contact a magazine company
- C. review design books
- D. gather information about the product

A brand name is the name a company gives to a product. Remember that fonts (the way a letter is designed) and names are chosen to show a mood or image an advertiser wants to create.

LEOPARD

slug

THINK
SOLVE
EXPLAIN

Above are two possible brand names. One will be chosen to be the name of a new model dirt bike. Choose which one would be a more successful name and explain why.

Lesson 8

Name: _____

Date: _____

Class: _____

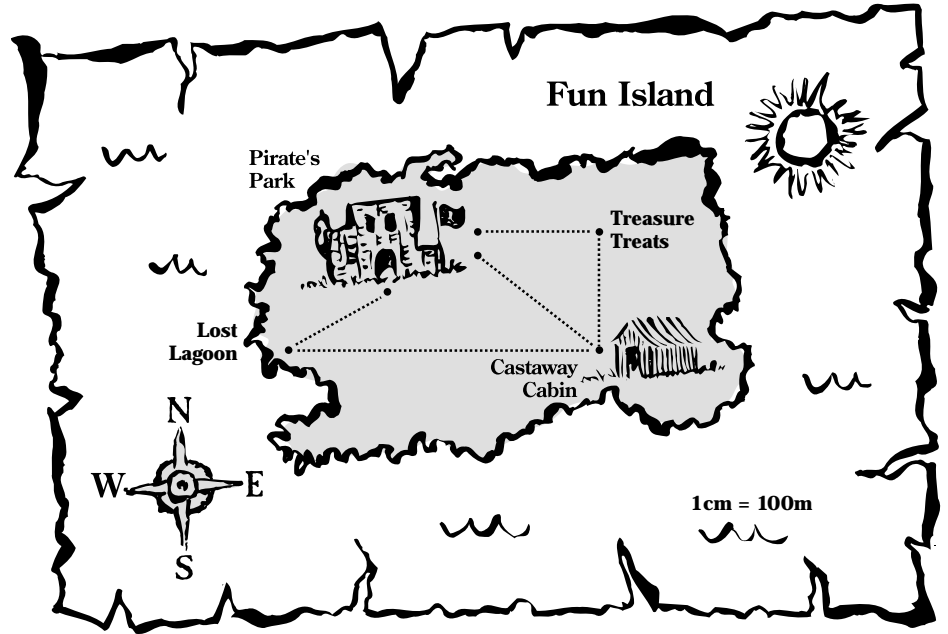


Lesson 8 – Words and Fonts Go Hand in Hand

FCAT MATH

Your family is planning your vacation day on Fun Island. Using the map, answer the following questions:

What direction would you be going if you walked from Lost Lagoon to Castaway Cabin?



THINK
SOLVE
EXPLAIN

Estimate how many meters it is to walk from Castaway Cabin to the Pirate's Park and back. Explain how you got your answer.

THINK
SOLVE
EXPLAIN

Design a new name and font for this park in the space below.

Why did you choose the name and font that you did?

Lesson 8

Lesson 9

Constructed Realities Look Real

Character Collage

Artists don't always use computers and scanners to invent a character. They also manipulate photographs using collage.

A **collage** is a way of pasting together images or materials not normally found together, such as newspaper clippings, parts of photographs, or pieces of cloth.

Cut out separate pictures of three people from magazines. Now cut the photos apart by separating the heads from the bodies, or the hands from the arms. Construct a new person who isn't likely to exist by putting the parts together in an unexpected way - like a body builder with a baby's face.

Glue your constructed characters here or on a separate sheet of paper.



Lesson 9 – Constructed Realities Look Real

FCAT READING

Review the following paragraph:

Advertisements often contain words that sound truthful and photographs that look real. But all advertisements are staged, or “constructed,” so things aren’t always what they appear to be. The food that looks so real in an ad often isn’t—real food doesn’t look so tasty after sitting under hot lights in a photographer’s studio. Did you know that in some cereal ads, bowls of cereal are filled with fake milk?

According to the paragraph, why do advertisers use fake food?

- A. Real food is too expensive to use in a commercial.
- B. The actors may want to eat the food being filmed.
- C. The food would cause the studio to smell.
- D. Real food may not look good after a long photo shoot.

Read this script (text) from a commercial:

Hello. You may recognize me as the star of the television show “V.E.R, Veterinary Emergency Room.” Although I am not a real veterinarian, I play one on TV. On my show, I treat many cats that don’t seem to be getting proper nutrition. That is why I recommend you feed your pet Kat Kuisine, made by Purrfect Chows. It contains 100% of your cat’s daily requirements of vitamins and minerals, giving your pet a glossy coat, strong teeth, and plenty of energy. Buy Kat Kuisine... It costs a bit more than other cat foods, but isn’t your cat worth it?

What is the purpose of this text?

- F. to convince you to buy Kat Kuisine
- G. to tell you about the television show “V.E.R.”
- H. to inform you of what makes a healthy cat
- I. to tell you why cats are better than dogs



THINK
SOLVE
EXPLAIN

Why do you think advertisers would use a television star from a pet TV show in their cat food commercial?

Name: _____

Date: _____

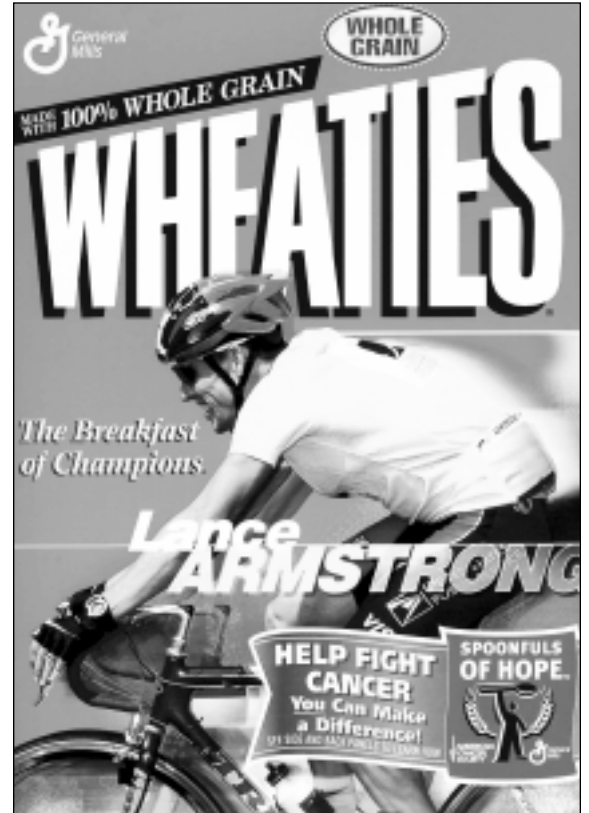
Class: _____



Lesson 9 – Constructed Realities Look Real

ART APPLIED TO FCAT

Advertisers use constructed realities on their product packaging to attract customers. To the right is a Wheaties cereal box. Analyze the constructed reality on this packaging, then answer the questions below.



THINK
SOLVE
EXPLAIN

The cyclist is not really moving on the box, so how did the designer create the feeling of movement? Support your answer.

THINK
SOLVE
EXPLAIN

What is the designer hoping to make you feel or think about Wheaties? Use details from the image to support your answer.

Lesson 9

Lesson 10

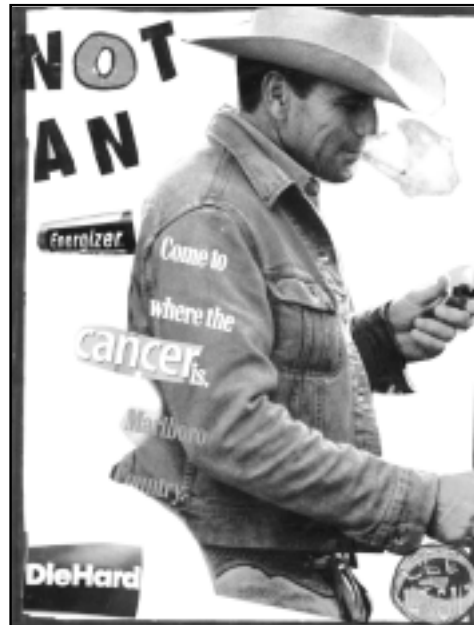
Putting Out a Smoke Screen

The Artful Truth Ad



Cassandra Hallock

You are about to become an **Artful Truth** designer. Tobacco advertisers don't like to show the negative aspects of smoking... but you can. Here are examples of Artful Truth ads created by Kimberly Sander's students at Holly Hill Elementary School in Volusia County, Florida. See how the ads were changed to tell the truth about smoking.



Matthew Angell



Matthew Hopkins

Choose a cigarette ad from a magazine. Write new words, change the image, or rearrange the parts to send a new message. Construct your new ad on construction or tracing paper.

Show the Artful Truth!



Lesson 10 – Putting Out a Smoke Screen

FCAT READING

Read the following news release about choices of cigarette brands and teenagers:

Just three brands of cigarettes account for nearly all teen smoking. Most teenagers don't smoke, but among eighth graders who are current smokers, Marlboro is by far the most common brand they usually smoke. Newport is the second most popular brand, and Camel ranks third. These three brands together account for 82 percent of the choices of current eighth-grade smokers.

In comparing the brands usually smoked by different groups of students, researchers were surprised to find that Marlboros are every bit as popular among girls as they are among boys. "Considering the rugged, masculine themes and that there are no females in Marlboro ads, one might have thought that Marlboro would be more attractive to boys," comments one researcher. "But obviously that is not the case."

The largest differences between groups in the brands they usually smoked were related to race and ethnicity. "There are large racial and ethnic differences in brand choices," the investigators say in their report. For example, Newport is the most popular brand name among African-American teenage smokers—even more popular than Marlboro is among white or Hispanic teenage smokers.

What did researchers find out about the brand of cigarettes that teenagers smoke?

- A. Many girls smoke different cigarette brands than boys.
- B. No one cigarette brand is the most popular.
- C. There were no differences in brand choices related to race or ethnicity.
- D. Most teenagers who smoke choose from just three cigarette brands.

From the second paragraph, what is the meaning of **masculine**? Circle the correct answer.

- F. manly
- G. intelligent
- H. outspoken
- I. wealthy

THINK
SOLVE
EXPLAIN

What other factors are related to the cigarette brand teenagers choose to smoke? Use details from the text to support your answer.

Lesson 11

Another Way to Send a Message

GETTING THE FACTS

Interviewing a Smoker

Ask someone who uses tobacco (either cigarettes, cigars, or chewing tobacco) to answer these questions and write down their answers:

1. What made you try tobacco in the first place?

2. How old were you when you first began smoking or chewing?

3. How old are you now?

4. How many cigarettes or cigars do you smoke each day or how much chewing tobacco do you chew each day?

5. Have you ever tried to stop using tobacco?

6. Why don't you stop?

Money Up In Smoke

Fill in the blanks using the information gathered above for the tobacco product used by the person you interviewed. Use a calculator if needed.

Smokes cigarettes packs per day x \$3.00 a pack = \$ per day

Smokes cigars per day x \$4.00 each = \$ per day

Chews tobacco bags or cans per day x \$3.00 a bag/can = \$ per day

Spends \$ per day x 7 = \$ per week

\$ per week x 52 = \$ per year

\$ per year x years used tobacco = \$ during lifetime

Now you know how much money the person you interviewed spent on tobacco during his or her lifetime. Check the product(s) below that could be bought with the same amount of money:

\$400.00 = 15 video games \$1,500.00 = 15 bicycles \$2,500.00 = home computer

\$6,000.00 = 2000 kids' meals \$12,000.00 = 800 CDs \$25,000.00 = new car



Name: _____

Date: _____

Class: _____

Lesson 11 – Another Way to Send a Message

FCAT READING

Read the following paragraph:

The Campaign for Tobacco-Free Kids is trying to stop the tobacco industry from targeting and eventually addicting children. The Campaign is working with growing numbers of youths all across the country to help expose the industry’s lies. They’re also working to pass effective laws to protect kids and reduce the death and disease caused by tobacco. The tobacco companies are shopping for new victims. Their goal is to get young people addicted to their lethal products in order to replace the more than 400,000 smokers who die each year. The Campaign’s hope is to make sure that doesn’t happen.

What is the main idea of this paragraph? Circle the correct answer.

- A. Tobacco companies often lie or hide the truth about the dangers of smoking.
- B. Many children are already addicted to tobacco products.
- C. Many people die each year from smoking.
- D. The Campaign is working to stop tobacco companies from targeting children.

Read the following paragraph. Answer the questions below:

Each day, 3,000 students become regular smokers. One-third of them will die early in life—from lung cancer, emphysema, heart disease, or other tobacco-related illnesses. It’s no mystery why this happens. The tobacco industry spends more than \$7 billion each year (more than \$18.6 million every day) to advertise its deadly products. By showing happy, beautiful people in its ads, the tobacco industry tries to make a dangerous, addictive habit like smoking appear fun, exciting, and cool to youth. The fact is that without children, the tobacco industry can’t accomplish its goals—to replace dead customers and stay in business!

THINK
SOLVE
EXPLAIN

How do cigarette companies target youth? Why would cigarette companies want to do this when it is such an unhealthy habit? Use details from the paragraph to support your answer.



Name: _____

Date: _____

Class: _____

Lesson 11 – Another Way to Send a Message

FCAT MATH

THINK
SOLVE
EXPLAIN

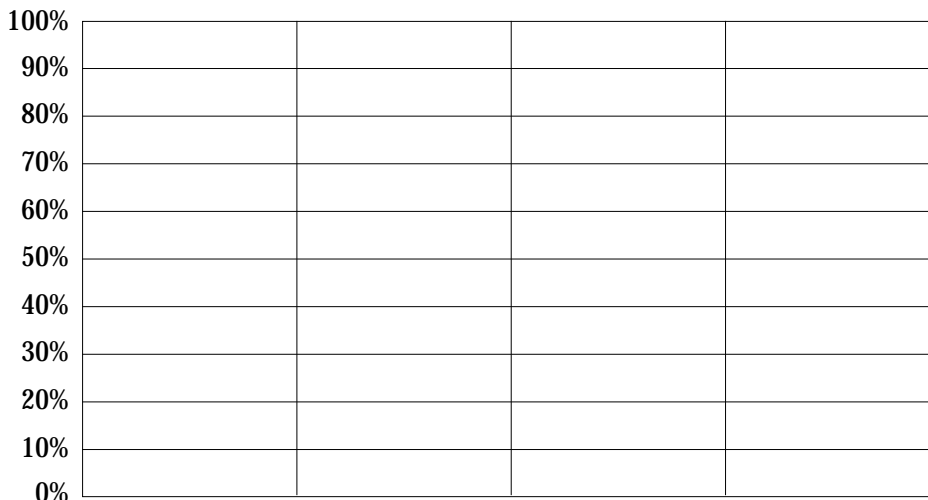
Everyday more than 3,000 students become regular smokers. How many students does that equal in a week?

Explain how you got your answer.

Recent studies show that the tobacco companies have greatly increased their spending to advertise in magazines read by large numbers of youths. Below are the percentages of student readers of certain magazines that Camel cigarettes are advertised in.

Using this data, create a bar graph that shows the percentage of student readers for each magazine. Be sure to include a title and labels.

Magazine	Percentage of readers that are students
Glamour	20%
Hot Rod	31%
Vibe	42%
Sports Illustrated	25%





Name: _____

Date: _____

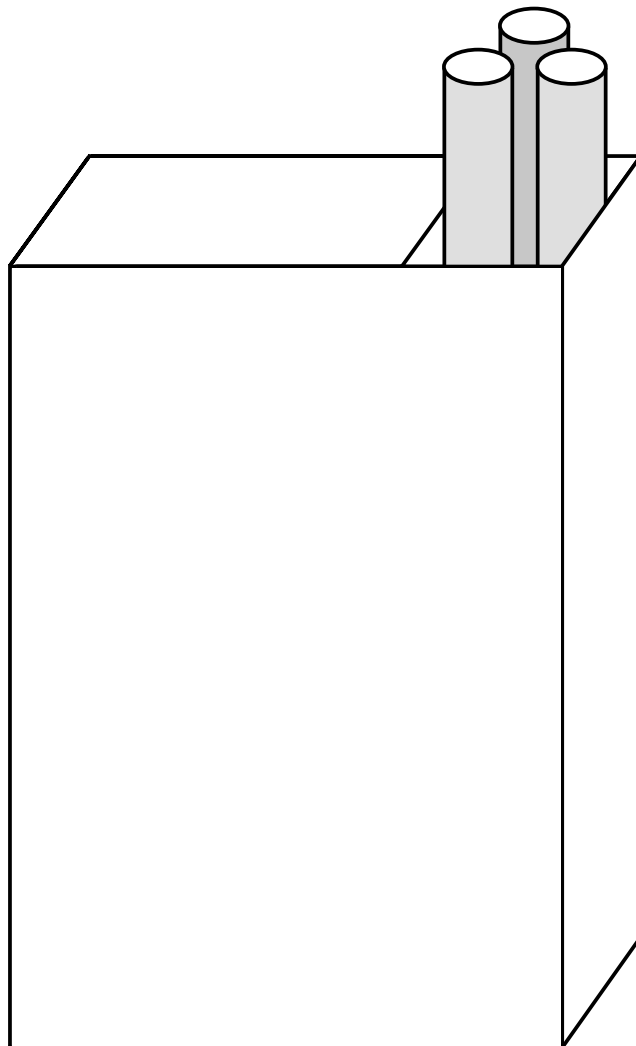
Class: _____

Lesson 11 – Another Way to Send a Message

ART APPLIED TO FCAT

You have been hired to design and produce a cigarette pack that is totally unappealing. In fact, just looking at this new package should make any smoker want to quit.

Look at cigarette advertisements from magazines that show cigarette packs. Can you change or create an original design that gives a more truthful message about smoking? Sketch out your ideas.



THINK
SOLVE
EXPLAIN

Compare your cigarette pack to the real pack in the advertisement. How does your pack design persuade a student not to smoke? Use examples from both packs to support your answers.

FCAT Writing Prompts

Writing prompts, both narrative and expository, are provided for Artful Truth lessons #2 through #10 below. These prompts give your students a contextual writing topic to demonstrate both organized writing and understanding of Artful Truth concepts. Encourage your students to plan and organize their thoughts before writing, as they should do during the actual FCAT Writing Test. Graphic organizers and other pre-writing tools should be used in pre-testing exercises.

For additional information and sample FCAT materials, visit Florida's Department of Education Web site at www.firn.edu/doe/sas/fcat.htm

Lesson 2 • You're a Living Target!

NARRATIVE: Directional signs are important to tell you where you are, where to go, and where not to go. Imagine that you and your best friend are exploring a forest trail and you come to a split in the path. You find a directional sign that reads: "DO NOT go this way! Stick to the trail out of the woods." Your friend convinces you to explore the forbidden path. Tell a story about what happens next!

EXPOSITORY: Messages are everywhere, serving different purposes. Some messages tell or inform, others identify something, and some try to persuade you to do something. Think of a message you've seen on a cereal box. Now explain what the message was and what its purpose was.


Lesson 3 • Signs of the Times

NARRATIVE: The circus is in town! On your way, you are stopped by a DO NOT WALK signal. Waiting at the corner with you is an elderly lady walking her poodle. Across the street is a clown taking his pet elephant out for a morning walk. The sign changes to WALK. Think about what happens next. Now write a story about what happens next.

EXPOSITORY: Traffic signs are everywhere. It would be impossible to drive safely without them. Think about why it is important to obey traffic signs and symbols. Now, in your writing, explain why it is important to obey traffic signs and symbols.

Lesson 4 • Letting One Thing Stand for Another

NARRATIVE: Imagine that you are walking alone on the way home from school. You notice a small shiny object hidden in the bushes. What you find is a strange metal object with unknown symbols all over it. You pick it up and turn it over in your hands. As you wipe away the dirt, you notice that the object is becoming ice cold... Tell a story about what happens next!

EXPOSITORY: This symbol:  is used to symbolize many things. Think of ways this symbol is used. Explain how and why this symbol might be used.

Lesson 5 • Loco about Logos

NARRATIVE: You have a secret identity: you are a superhero! This morning at breakfast you are examining logos on your cereal box when a flash in the sky catches your attention. It's your superhero logo signal! The city needs you. You turn on the morning news and find out that disaster has struck! You must leave your cereal and go to the rescue of your city. Tell a story about what happens next!

EXPOSITORY: Companies and businesses are coming up with creative ways to display their logos. From blimps, buses, floors, and clothing, they are everywhere. You have a logo that you want everyone to see often and everywhere. Think about how and where you can display your logo. Now tell how you will place your logo to get everyone's attention.

Lesson 6 • We're All Messengers

NARRATIVE: Imagine that you are watching TV and suddenly you get pulled into one of your favorite commercials. Around you are the actors in the commercial and the product being sold. Think about when you became part of a favorite television commercial. Now tell a story about what happened when you became part of your favorite television commercial.

EXPOSITORY: Most printed advertisements have certain parts included within the ad. They might include the logo, character, company name, brand name, copy, or slogan. Describe at least three of these and tell why they are important in an advertisement.

Lesson 7 • Built to Persuade

NARRATIVE: Have you ever tried to convince your parents or grandparents to get you something that you have seen in an advertisement? Think about a time when you just HAD to have something (such as snack food, toy, or clothing). Now tell about that time you tried to convince someone to buy it for you.

EXPOSITORY: Advertisers will try anything to persuade you to buy their product. Sometimes they will even mislead you to believe something that is not true. Think about why advertisers should be truthful in their ads. Now tell why advertisers should be truthful in their ads.

Lesson 8 • Words and Fonts Go Hand in Hand

NARRATIVE: While snooping around in a closet, you happen to find a dusty, rusty trunk. Opening it, you pull out a heavy book wrapped loosely in a dirty cloth. The book has a dark leather cover. The title is written in a font that seems mystical or magical. The pages inside appear to be hand-written in beautiful and colorful lettering. You turn each page carefully... Write a story about what happens next.

EXPOSITORY: Pretend you are assigned to design a newsletter for your school. When creating a font for your newsletter, you need to consider size, color, thickness, and style. Think about what type of font you would create for your school's newsletter. Now tell what your font looks like and why you created it for your school newsletter.

Lesson 9 • Constructed Realities Look Real

NARRATIVE: Everyone has been persuaded at some time to buy a product or toy by seeing a commercial or ad. Think about a time when you bought a toy expecting it to be just like the commercial, but turned out differently? Did it not do what you expected? Was it poorly made? Was it not worth the money? Now write about this time when a toy or game turned out not to be what you expected from a commercial or ad.

EXPOSITORY: Sometimes advertisers will use movie stars or famous athletes in their commercials. These people are paid to use the product. Think about the reasons why an advertiser would pay a famous person to use or promote their product. Now tell why an advertiser would pay a famous person to use or promote their product.

Lesson 10 • Putting Out a Smoke Screen

NARRATIVE: Have you ever been annoyed by the smoking of others? Think about a time when you were bothered by cigarette smoking. Now tell about that time when you were bothered by cigarette smoke.

EXPOSITORY: There are many reasons not to smoke. Think about some reasons why students should not start to smoke. Now tell why students should not start to smoke.